DOCUMENT RESUME

ED 063 260 SP 005 712

AUTHOR	Fuller, Frances F.; And Others
TITLE	Self Confrontation Counseling: A Selective Review With Implications for Teacher Education.
INSTITUTION	Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE	Apr 72
CONTRACT	OEC-6-10-108
NOTE	45p.; Paper presented at the 1972 Annual Meeting of the American Educational Research Association
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Body Image; *Individual Development; *Self Concept; *Self Esteem; *Self Evaluation

ABSTRACT

This report reviews relevant educational literature and current practices to discover the relationship between personal change and self confrontation. Five areas of study include a) outcomes, b) help for whom, c) the helpful situation, d) the helpful treatment, and e) the helpful helper. The first section briefly describes the outcomes of self confrontation in three areas: self-esteem, realism, and anxiety. The next section studies self-concept, dogmatism, and body image indicating who needs help. The third section concerns the establishment of a secure "psychological safety" situation. The helpful treatment is divided into procedures most often used in counseling, including nonvideo procedures, audio versus video, and facilitative conditions. Finally the helpful helper summarizes the qualities required of a person to be helpful. Several conclusions were reached concerning self-confrontation. Self confrontation: 1) provides a powerful source of information about those aspects of the self which are perceived by others but not by self; 2) presents new information about feelings of which the individual is not aware, and which are probably temporarily disorganizing; 3) fosters placebogenic effects in a low threat situation; and 4) permits the subject to derive what he will from treatments with non-specific effects. Further investigations are recommended. An extensive bibliography is included. (MJM)

FILMED FROM BEST AVAILABLE COPY

MAY 11 1972

14.7?

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 063260

Self Confrontation Counseling: A Selective Review With Implications for Teacher Education[1]

Frances F. Fuller, Harry P. Baker and Brad Manning[2]

Research and Development Center for Teacher Education

The University of Texas at Austin

Paper Presented at the 1972 Annual Meetings of the American Educational Research Association

Showing people video tapes of themselves in the hope that they will change in some way is now a widespread practice. A cursory look at the recent literature reveals the use of such feedback with alcoholics (Carrere, 1954; 1955; 1958; Armstrong 1964); basketball players (Cooper, 1969), boys on probation (Kidorf, 1963); brainstormers (Dillon, 1971); criminals (Berner, Brumberger & Stugs, 1971); families (Satir, 1964: Paul, 1966; Kaswan & Love 1969); psychiatrists (Berger, 1970) and typists (Brophy, 1971), as well as students and teachers in almost every area imaginable: elementary, secondary, preservice and inservice, speech (Cortes, 1969), vocational and technical (Cotrell & Doty, 1971), science (Butts, 1972), foreign language (Elder, 1971), math (Gall et al,1971), engineering (Perlberg, 1970), and counseling

[1]The research discussed herein was supported in part by the U.S. Office of Education Contract OE 6-10-108 and the Research and Development Center for Teacher Education.

[2]The authors wish to acknowledge the assistance of Marsha Burks, Carol Case and Sara Kerr.

SP 005 718

(Cerra, 1969; Yenawine & Arbuckle, 1971; Ivey, 1968). The most popular target populations seem to be pre-service teachers, counselors in training and patients in therapy, with advocacy of such feedback highest in psychotherapy and teacher education.

Not only is self confrontation popular, but as will be shown later, it is also powerful, apparently with potential for harm as well as help. Consequently it seems worthwhile to attempt to discover the conditions under which it produces various outcomes.

In this review, selective as it is, we will be interested primarily in what might be called personal change, rather than change in acquisition of specific behaviors, although studies of the latter do in some cases have implications for personal change. Such personal changes are probably of interest to teacher educators and to education generally. Although educators are also interested in behaviors like decreased teacher talk and increased questioning, they are also interested in the personal qualities of the teachers they train: Teachers' attitudes toward themselves and children: self confidence, accurate perceptions of what is going on, ability to establish positive relationships with students, imaginativeness, stimulating teaching and behavior and so on. In any case, we can assume that pupils notice teachers' personal qualities. Most parents can testify that students would like to have teachers who like them (or at least don't have it in for them) and who are interesting (or at least not too boring).

Despite the probable importance of personal qualities of teachers, little of the self confrontation research in teacher education is

addressed directly to fostering personal change. There is however a modest empirical literature on personal change through self confrontation in counseling and psychotherapy, and lines of research, with implications for self confrontation, in social psychology. In some of these investigations, subjects were, like prospective teachers, young adults. Consequently a review of this literature with an eye to its implications for teacher education seems promising.

Our purpose here is not to review the entire literature which has a relationship to self confrontation, but rather to discover whether teacher education practices can be informed by the experimental and theoretical literature outside education. We will therefore review some empirical evidence bearing on a few questions which seem related to current practices in teacher education.

What are current practices? In some cases, microteaching procedures are used. However, often video equipment is available but teacher educator time is in short supply. The usual practice in such circumstances is to schedule all the students or student teachers in a group to see, alone or with a supervisor, often one who will later grade them, the first technically good video tape they have made, in the hope that they will remedy what they are doing wrong.

What are the chances that this hope will be realized?

Help and Harm

The clinical, speculative and opinion survey literature is almost unanimously optimistic, even enthusiastic about the benefits of self confrontation (Alger & Hogan, 1969; Marshall & Hengrenes, 1970; Stroh,

1969; Lynch, 1969; Hoops & Neil, 1970; Berger, 1969; Sanford, 1969; Kalick, 1971; Bailey & Sowder, 1970). Even investigators who report no significant differences, remain optimistic about self confrontation (Hum, 1969; Blount & Pedersen, 1970). The empirical literature however furnishes less cause for cheer than clinical reports and individual opinion.

A review of the self confrontation literature in psychotherapy (Bailey & Sowder, 1970) concludes on a doleful note:

Despite the appealing claims of psychotherapists who have used playback treatment methods, no cogent, rigorously designed studies have been done which show a clear-cut measureable relationship between a form of self confrontation and positive personality change. The typical approach has been to use self-confrontation in sundry ways over a nonspecified period of time and then to render a subjective opinion as to the therapeutic consequences. The underlying theoretical rationale is usually nebulous or not mentioned at all, and little attention is given to the myriad of confounding influences on client change such as the therapist variable and general mode of treatment; the form, nature and intensity of the self confrontation method; the reliability and validity of evaluative criteria; the role of organismic variables in the subjects used; the effects of the self confrontation methods on therapists behavior, and so forth (p. 133).

Harm

Not only does the empirical literature furnish little evidence that self confrontation helps, but there is some evidence of decrements.

Film or videotape feedback can be a stressful anxiety-producing experience (Nielsen, 1964; Moore, Chernell & West, 1964; Logue, Zenner & Gohmar, 1968; Bindrim, 1969; Steward & Steward, 1969). An objective representation of the self can be even more anxiety producing if the person is already anxious (May, 1950; Harvey, Hunt and Schroder, 1961; Schumacker, 1968). Since a video tape or film representation of the self involves intense focusing on the self, such an experience is more arousing emotionally and different from other representations of the self (Nielsen, 1964; Geertsma & Reivich, 1965; Kagan & Krathwohl, 1967; Stoller, 1968).

In addition, it is possible that the stress and anxiety which may arise in self confrontation experiences can also give rise to the same inhibiting effects that threatening messages have been shown to cause (Janis & Feshback, 1953; Janis & Terwilliger, 1962; Berkowitz & Cottingham, 1960; Staines, 1969; Truax, 1966b).

Although no studies have addressed themselves to the specific problem of the harmful aspects of confrontation, three studies report aversive effects. Danet (1968) found confronted subjects in group psychotherapy to be more anxious, more erratic in their sociometric rating, less positive in their self evaluations and lower in ratings of self improvement than a control group. Bailey (1968) also suggested adverse effects from audiotape self confrontation in group therapy.

In an attempt to teach the undergraduate basic speech course to underachieving, culturally and socially disadvantaged college youth, Hawkins and Engbretson (1967) used video playback, and report that the video playbacks may have actually had a detrimental effect.

Help

What is the answer to this conundrum? On the one hand are widespread use and enthusiastic support for self confrontation. On the other are pessimistic summaries and some reports of deleterious effects. To shed some light on this question, and particularly on its relevance for teacher education practice, we turn to an examination of outcomes, treatments, subject variables and helper characteristics.

Outcomes

Self esteem. In one study, preservice female elementary education undergraduates who had microteaching developed "better regard for themselves and became more critical of teaching cliches" (Goldman, 1969). One study reports self regard was greater for videofeedback T group members than for other T group members, but the increase was not sustained during follow up (Loper, 1971). Typically however, no increase is found on positive self concept (Elbert, 1969; Fadale, 1969; Smith, 1970; Blount & Pedersen, 1970; Paredes, Gottheil, Tausig & Cornelison, 1969; Edward, 1969). In one study in fact, ideal self was not only not affected by feedback, but contrary to expectations, the control group's self ratings were closer to their ideal ratings than were those of the feedback group (Decker, 1968). We agree with the author that self confrontation may not be the way to enhance teachers' self concepts. It seems safe to conclude that, although something other than confrontation (such as microteaching's opportunity for practice to improvement) may increase self esteem, it is doubtful whether self confrontation has that specific effect.

Realism. Perhaps confrontation does not increase self esteem, but instead increases accuracy in self perception (Braught, 1970). It might be possible that what many people fear from self confrontation actually occurs: what we see is worse than we expected. Three studies seem to support increased realism as an outcome. In one, a feedback group showed lower discrepancy between ratings received and ratings anticipated than did control subjects who received no feedback (Myers, Myers, Goldberg and Welch, 1969). In another, psychiatric patients in a confrontation group increased in self concept accuracy more than controls (Braucht, 1970). In a third study, student teachers who had focused audio feedback, were able to decrease the discrepancy from first to second teaching between their self ratings and the mean of the ratings of three observers (Fuller & Veldman, 1966). A fourth study however finds no increase in the similarity between mental hospital patients' self perceptions and mean rating by others whether or not video feedback occurred (Robinson & Jacobs, 1971). The bulk of the evidence seems to indicate that self confrontation increases realistic self perceptions of normals.

One extra insight is added by the finding of Braucht (1970) that self confrontation had different effects on different kinds of patients. The patients who increased in accuracy of perception were, contrary to expectations, in the psychotic group, and were patients who had been hospitalized longer!

Anxiety. Defined as the number of nonfluencies in speech (hesitancies, omissions, slips etc.), anxiety decreased with feedback, but it also decreased somewhat with the mere presence of a television camera!

( )

Openmindedness, affective sensitivity and self perception were not affected by feedback (Cerra, 1969).

Summary. The very little evidence available suggests that persons who confront themselves become more realistic perhaps painfully so.

Help for Whom?

Self Concept

A low self concept reduces the probability of experiencing dissonance between present behavior and future valued goals (Winter, Griffith & Kolb, 1968). This is consistent with dissonance theory (Brehm & Cohen, 1962) and Erickson's work on identity diffusion (1959). Presumably, one important purpose of self confrontation is to identify discrepancies between existing characteristics and desired characteristics. If so, individuals with low self esteem might be expected to discern the dissonance less well than those with higher self esteem and so be less able to utilize feedback. Too, there is the possibility that stressful confrontation can be damaging to individuals who do not have within themselves the capacity to change, or the expectancy that they can change.

This line of reasoning is supported in an excellent study by Salomon & McDonald (1970). When, unlike microteaching studies, no viewing instructions or models of desirable behavior were given, teaching interns who were dissatisfied with their own teaching performance prior to self-viewing tended to devalue teacher education to maintain their self perception and to notice mainly "physique" cues on the screen.

On the other hand, teachers who were more positive about their own performance improved their self perception and attended mainly to cues related to teaching behavior.

Dogmatism. Another variable which may interact with stress in self confrontation is what is called dogmatism, closemindedness, authoritarianism (Rokeach, 1959; Adorno et al, 1950). The earliest formulations by Rokeach linked anxiety and one's personal belief system as a cognitive net of defense mechanisms to protect onesself, a network resistant to change (Rokeach, 1959). Some investigations have confirmed the basic formulations of Rokeach (e.g. Erlich, 1961a, 1961b: Druckman, 1967) and have also suggested qualification of the original theory (Erlich & Lee, 1969). Dogmatism may thus be related to feedback. For example, Kaplan & Singer (1963) conclude that openness to sense impressions apparently runs parallel to openness of ideas, willingness to examine them critically and careful analysis of thought.

Other studies indicate that high dogmatics will be more threatened by and avoid exposure to, belief discrepant information than low dogmatics (Vacchiano, Strauss & Hockman, 1969), and that high dogmatics will perceive a personality testing situation as more threatening (Tosi, Fagan & Trumkin, 1968a, 1968b). Dogmatism/authoritarianism is negatively correlated with self disclosure (Halverson & Shore, 1969) also with the ability to separate one's self concept and one's ideal self (Winter, Griffith & Kolb, 1968). The latter study suggests that such inability to clearly articulate differences between present behavior and future goals reduces the probability of experiencing dissonance

between those two elements, an important aspect, presumably, of self confrontation.

Body Image. Another variable which the literature leads us to expect might be important is body image and possibly physical attractiveness. Body image, self concept and self acceptance are intercorrelated (Boyd & Sisney, 1967; Rogers, 1951; Bindrim, 1969). Disadvantaged youth (Hawkins & Engbretson, 1967) do not benefit and might even be damaged. Teachers who were dissatisfied with their performance noticed mainly "physique" cues on the screen (Salomon & McDonald, 1970). The writer has observed that older women teachers often express distaste at their appearance on video tape and that the most usual second reaction to first self viewing (after comments about voice) is to physical appearance. It seems likely that older people, disadvantaged, handicapped and physically unattractive people might well be distracted by their physical appearance in video tapes.

The Helpful Situation

If stress militates against benefit from feedback, presumably the situation should be one in which the person receiving the feedback feels secure. Perhaps the situation should be one of "psychological safety", a "not for keeps" situation which is still close enough to the demands of the real professional situation to foster personal learning. Such a situation is similar to the "unfreezing" phase of the change process described by Schein (1964), to the psychological safety situation described by Miles (1959) and to such low-risk situations as scrimmage in football, brainstorming or client centered therapy.

The Helpful Treatment

NonVideo Procedures

Although video viewing is the procedure most often used in counseling and in teacher education, a number of other modes of feedback have been used. Readback (Farber, 1953; Pinney, 1955; Golner, Geddes & Arsenian, 1959) involves reading back to a therapist what one has written at some earlier time. In photographic self image feedback, (Cornelison & Arsenian, 1960; Miller, 1962; Ward and Bendlak, 1964), the subject sees his photographs. In rehash (Stone, 1963), one's behavior from a previous occasion is discussed by staff. In cross confrontation, the subjects see another person in a similar situation, as when one teacher sees another responding to hostile child behavior. Stimulated recall involves recalling thoughts and feelings which occurred during the filmed performance, now in the past.

Even though video feedback is the most widely used procedure, other procedures, rehash particularly, should not be ignored completely since they can contain elements which promote change. For example, audio feedback plus rehash appears to have or be capable of incorporating many of the elements which seem to work in feedback.

Audio Vs. Video

No differences seem to be found between audio and video feedback on several measures: speech skill improvement (Cortes, 1969; Mulac, 1968), counselor performance (Markey et al, 1970), listening skills, use of openended questions and related techniques or in tutoring skills (Gall et al, 1971). Audio and video tape seem not to have been compared for personal change outcome. Obviously there are circumstances

when visual cues are essential, for example with young children relatively inarticulate persons or where facial expression and body movement are important. In other cases, the value of video images seemsto lie in their novel, attention-getting features.

Facilitative Conditions

Therapeutic progress needs the presence both of facilitative conditions (warmth, empathy etc.) and also of "confrontation" that is "an act by which the therapist points out to the client a discrepancy between his own and the client's way of viewing reality" (Anderson, 1968; Collingwood and Lenz, 1967; 1969; Stains, 1969). (We note in passing that in this sense the video recorder is itself a "therapist.")

Confrontation can be viewed as a kind in interpretation and can range from shallow to deep interpretation depending upon how aware the individual is of the aspects fed back, and how different the feedback is from the person's expectation or his ideal. For example, a video showing a teacher being played for a fool while she was unaware of her behavior which elicited the ridicule, would be either moderate or deep rather than shallow.

Moderate levels of interpretation seem most effective in raising and maintaining desirable levels of client behavior. In attitudinal matters, moderate dissonance seems most effective in causing attitude change. In general, most reports support the notion that moderate confrontation is more promising than confrontation which is very shallow or very deep (Bergman, 1951; Speisman, 1959; Harway et al, 1956; Raush et al, 1956; Bergin, 1966).

Although the confrontation should be moderate, there is still need for what has been variously described as "cueing", "focusing", "highlighting" and so on. Such focusing seems necessary both in simple shaping behavior (Skinner, 1938), and in behavior involving more complex feedback, such as in teaching or therapy. Feedback that is not accompanied by some focus has not been found to change behavior (Staines, 1969; Bush and Allen, 1968; Stoller, 1968; Geerstam & Reivich, 1965.) In fact when increased realism about their own teaching was the objective, prospective teachers whose audio feedback was supplemented by focus became more realistic, while those who heard their tapes only did not (Fuller & Veldman, 1966). Interaction analysis training is a type of strong focus and clearly contributes to changes in the behaviors on which there is focus (Bondi, 1968).

Apparently if subjects are not helped to focus on important aspects of behavior (Pedics and Webb, 1971) nor on the target of their behavior, such as the audience, (McCroskey and Lashbrook, 1970), they focus on themselves. Of course the purpose of the feedback might well be to have them focus on themselves, particularly if it is desired to foster awareness of incongruences between intended behavior and communicated behavior. However, often it is not intended that the person focus on himself. For example when student teachers see their video tapes by themselves, the hope usually is that they will correct some behavior in relationship to pupils. The likelihood seems to be that they will focus on themselves, perhaps upon relatively unimportant aspects of themselves: their appearance, voice, accent and so on rather than on the behaviorsof interest. In other words, doing

nothing for the teacher educator is doing something, since absence of focus may well constitute instructions to focus on self. Since many of the aspects on which the teacher is likely to focus are quite resistant to change (nervous habits for example), lack of focus may foster decrements in self esteem.

The Helpful Helper

Helpers can be noxious as well as helpful (Carkhuff, 1969). The probability in fact that even trained professional therapists will have the characteristics necessary for interpersonal helpfulness is quite low. About two out of three counselors are probably not helpful and may even be noxious (Bergin, 1971). It appears in fact, that most good outcomes of psychotherapy are accomplished by relatively few people. As the old saying goes, wolves hire out very cheaply as shepherds.

When we consider all the qualities which are required of a person to be helpful, the low probability is not surprising. If we summarize the summaries of the literature on interpersonal skills (Truax and Mitchell, 1971; Carkhuff, 1969) we have an impressive list. Helping persons need to have CARE: communicated authenticity, regard and empathy. Their communications are concrete and "immediate" (in the present). They have persuasive potency, enthusiasm, genuineness. They emphasize remedial rather than non remedial aspects of the helpee. It seems to make little difference whether the helper is a lay person or a trained professional. There is reason to believe in fact, that training, or at least the kind of cerebral graduate education we give psychologists, results in decrement, hopefully temporary, in the characteristics that contribute to helpfulness (Carkhuff, 1969).

In addition, the helper who uses confrontation must be skilled in manipulating what we have called above the "depth" of the viewed performance. It is never convenient, and may not even be possible,

to select video tapes which are moderately discrepant with the viewer's ideal. However, the helper can by emphasis, attitudes and so on, modify the discrepancy. Where several matters can be focused on, he may choose the one which is moderately discrepant. This requires considerable clinical skill of course. These and other such skills are described elsewhere (Fuller and Baker, 1970).

Given all these requirements, it is probable that the teacher educator will have no better a chance than therapists of being helpful. At best, since many do not have the extra burden of graduate education in psychology, perhaps only half are noxious, unawarely, of course, noxious!

Some Implications for Teacher Education

What is likely to happen when an unselected group of student teachers sees unselected video tapes of their own teaching in a variety of situations, either with a supervisor or alone or with a group of peers? The chances appear to be quite low that all of the conditions would be present which would facilitate gain.

First, some of these prospective teachers will have personal qualities which make it unlikely that they can benefit from self confrontation: low self esteem, closemindedness, body images which are less than favorable. It is not surprising that the groups which have shown most willingness to submit to video taping and self confrontation are those who are unusually advantaged: young, pretty prospective theachers (and athletes), and the patients of therapists, who are by and large YAVIS types: young, attractive, verbal, intelligent and successful.

Second, unselected performances are unlikely to include just the right amount of discrepancy between where the teacher is and where the teacher wants to be. The discrepancy is unlikely to be moderate rather than very large or very small. If it is very large, the cause is lost and there is no hope. If it is very small, there is no place to go, and arousal, perhaps the principal specific effect of self confrontation, is unlikely to occur.

Third, the circumstances in which self confrontation occurs are likely to be less than perfect: stressful, with pressure to improve rather than to experiment with new behaviors; "for real" rather than "as if"; often without focus on a goal (as when the teacher sees her film alone), or with focus on a signal (e.g. some specific behavior) rather than on the significance or personal meaning of the behavior. Too often the focus is on behaviors which are difficult to change. One writer in fact talks of the desirability of concentrating on habilts like saying O.K., nervous tics and accent. It would be hard to think of behaviors more resistant to change than these!

Fourth, the helper, well intentioned though he may be, is unlikely to have just the right combination of characteristics to make him helpful. If we are to believe what seems to be a convergence in the literature, the base rate for helpfulness is simply against him.

What seems to be happening is that beneficial and noxious effects are cancelling out one another. This is a phenomenon which plagued research in psychotherapy for two decades and seems finally to be emerging from the closet. Noxious and helpful treatments were lumped together so that effects of neither were detected.

A Placebogenetic View. Some hint of what may be going on in self confrontation comes from several studies and some fortuitous observations. Some investigators have reported that although the feedback may or may not have affected the outcomes being studied, the feedback was observed to arouse the interest and motivation of the subjects (Hedges, 1970; Schueler and Gold, 1964; Cooper, 1969), to increase work output (DeRoo and Haroldson, 1971), experimentation with new behaviors (Kagan, 1970), activity (Barnhart, 1970), verbal productivity and rapport (Kidorf, 1963; Bailey, 1968) and to make both client and therapist like the treatment better (Schauble, 1970).

What Shapiro says about the placebogenetic effects of psychotherapy (Shapiro, 1971) may be explanatory for self confrontation. For simple populations, simple placebos like pills might be appropriate, but for sophisticated (college) populations or suspicious (patient) populations, more complex, involved placebos like video tape confrontation may be appropriate. Self confrontation may be such a non-specific treatment, one that dithers the system, arouses interest or prepares the person for change, but does not of itself accomplish change.

The findings of Fuller, Peck, Bown, Menaker and Veldman (1968) and of Albrecht (1968) are consistent with this view. Albrecht reports that neither individual counseling alone nor counseling plus video self confrontation counseling produced changes in self-ideal discrepancies of prospective teachers. Then however, a third treatment was added to the other two, placement of the student teacher in a classroom chosen specifically to elicit or promote the behaviors

which the self confrontation had identified. For example, a teacher who saw on video tape that she was cold toward children, was placed in a classroom with a warm motherly teacher and warmly responsive pupils. Student teachers who experienced all three treatments (individual counseling, self confrontation feedback and placement in the special situation) reduced discrepancies between self and ideal significantly more than prospective teachers who had had counseling and self confrontation but no special placement.

Salomon and McDonald (1970) point out that "in all the studies in which people were found to change their behavior as a result of receiving new and partly negative information about themselves, two conditions were met. These conditions were not present in any of the studies where rejection, defensiveness etc. were reported. The two conditions seem to be a. that the receiver of the information knowswhat behaviors are expected of him and therefore looks for deviations of his behavior from that expected, and b. that the receiver has adopted these expectations for the desirable behavior and is ready to modify his behavior to make it congruent with the expectations" p. 281.

We would add a third condition if the behavior is to persist and particularly if the change is relatively resistant to modification. The individual should be placed in, or place himself in, a situation calculated to elicit and reward the new behavior, feelings, attitudes or whatever. The self confrontation is posited to be a nonspecific treatment whose specific effects depend on other aspects of the situation: the concerns and personal characteristics of the teachers;

the characteristics of the filmed performance; the characteristics of the situation, the treatment and the helper; and the clarity of the information which is transmitted about goals and expectancies. The character and permanence of any changes may depend upon what is offered in addition to confrontation: modeling, microteaching, special placement. One promising direction is autofeedback. Albrecht and Murff are attempting in two different studies to train teachers to create conditions which will reinforce their own feelings and behaviors, those they want to maintain.

Although no true prescriptions in so vast and complex an area are possible, some guidelines seem to be warranted. Chances of benefit from self confrontation seem best: when the goal of the confrontation is modest, for example increased motivation or at most, more realistic self perception rather than personality changes such as increased self confidence and so on; when the feedback is unambiguous, trustworthy and accepted both covertly and overtly; when the teacher has concerns, goals or expectations for herself which are related to the content of the feedback and the focus provided; when the discrepancy between what the teacher sees and what she hopes to see is moderate rather than very large or very small; when the teacher's expectations are "higher," i.e. more like the outcomes desired, than the performance; when the teacher feels some capacity to change in the desired direction; when the feedback situation is a low threat situation; when clear focus is provided, that focus is accepted by the teacher and the focus is on remedial aspects rather than aspects which are resistant to change; and when situations are

provided to establish and maintain the change goals established by the confrontation.

In many situations where self confrontation is used, the procedure is to show unselected teachers video tapes of their first (and variable) performances in relatively stressful situations either alone (without focus) or with focus which may be on aspects of performance which are resistant to change in the hope that weak teachers especially will remedy their shortcomings. By contrast, gain seems most likely for strong teachers who see relatively good performances with permissive helpers who focus strongly on aspects of behavior which can be remedied and who furnish further opportunities to nail down changes. Probably it is desirable in the case of neophytes to tape what teachers consider better performances, to be shown to volunteers under low stress conditions and to focus on what is remedial and important.

Some Concluding Remarks

Our tentative conclusion at this point is that self confrontation performs several functions.

First, it is a novel, powerful source of information about those aspects of the self which are perceived by others but not by the self. Its particular value lies in its ability to communicate negative information which others could communicate but are loath to do and usually cannot do in a totally acceptable manner.

Second, this information, if really new information about feelings of which the individual is not aware, is probably temporarily disorganizing. The immediate effects of self confrontation are probably

most disorganizing for people with moderate or high self esteem, who are relatively open and warm. This means that the people who look good, who have strengths, are those with whom the treatment "takes" but who suffer the most apparent decrements in behavior immediately after confrontation. Those who are closed probably benefit less in the long run, but appear to be more poised and less disorganized than those who benefit more. It is possible that the true potential of this treatment has never been completely tapped because immediate effects are so powerful that the helper tries either to protect the person from its impact through a task orientation (as in microteaching) or else fails to follow through to the in vivo situation as in psychotherapy.

Third, self confrontation probably has powerful placebogenic effects. The camera itself apparently can become a therapist to whom the individual can relate. These placebogenic effects are probably fostered by a situation of low threat, and by the same helpee characteristics (trust, openness to change and so on) and helper characteristics (status, persuasiveness, empathy, authenticity and so on) which foster iatroplacebogenesis.

Last, placebo effects should not be despised. The image of the sugar pill is not only pallid, but incomplete. Treatments with non-specific effects may be ideal treatments because they permit the subject to derive from them what he will. Whereas specific effect treatments control the individual, placebo treatments he can use or not as his desires, conscious or not, dictate.

What may be needed are some careful studies of immediate,

intermediate and long term effects of viewing oneself for individuals who vary along the dimensions of incongruence (whose behaviors are more and less what they intend it to be), self esteem, openness, trust and so on; for performances which vary in discrepancy from the teacher's ideal; for situations which are more and less stressful; for focus which is absent to strong; and for outcomes which are specific and nonspecific. Perhaps the first order of business is, as Bailey and Sowder suggest, to discover whether self confrontation has effects at all. We have here suggested some characteristics of persons, treatments and situations which might be combined to permit such a test.

References

Acheson, Keith Alan. The effects of feedback from television recordings and three types of supervision treatment on selected teacher behaviors. Unpublished doctoral dissertation, Stanford University, 1964.

Adorno, T. W., Frenkel-Brunswik, E., Levinson, D. J., and Sanford, R. N. The authoritarian personality. New York: Harper, 1950.

Albrecht, I. D. Counseling and self-ideal discrepancy: Effects of counseling, filmed behavior feedback, and the teaching situation, on self and ideal-self discrepancies of prospective teachers. Unpublished master's thesis, The University of Texas at Austin, 1968.

Alger, L. Involvement and insight in family therapy. American Journal of Psychiatry, 1967, 123(11), 1425-1430.

Anderson, Susan C. Effects of confrontation by high- and low-functioning therapists. Journal of Counseling Psychology, 1968, Vol. 15, No. 5, 411-416.

Anderson, Susan C. Effects of confrontation by high- and low-functioning therapists on high- and low-functioning clients. Journal of Counseling Psychology, 1969, Vol. 16, No. 4, 299-302.

Aronson, Elliot. In theories of cognitive consistency: A sourcebook (Eds. R. P. Abelson, Elliot Aronson, W. J. McGuire, T. M. Newcomb, M. J. Rosenberg, and P. H. Tannenbaum.) Chicago: Rand McNally & Co., 1968.

Aronson, Elliot and Mettee, David R. Dishonest behavior as a function of differential levels of induced self-esteem. Journal of Personality and Social Psychology, 1968, 9 (2, Part 11), 121-127.

Bandura, A., and Walters, R. H. Social learning and personality development. New York: Holt, Rinehart and Winston, 1963.

Benne, K. D., Bradford, L. P., and Lippitt, R. The laboratory setting. In L. P. Bradford, J. R. Gibb, and K. D. Beene (Eds.): T-Group theory and laboratory method. New York: Wiley, 1964.

Bergin, Allen E. Some implications of psychotherapy research for therapeutic practice. Journal of Abnormal Psychology, 1966, Vol. 71, No. 4, 235-246.

Bergin, D. V. The effect of dissonant persuasive communications upon changes in a self-referring attitude. Journal of Personality, 1962, 30, 423-438.

Bergman, D. V. Counseling method and client responses. Journal of Counseling Psychology, 1951, 15, 216-224.

Berkowitz, L. and Cottingham, D. R. The interest value and relevance of fear arousing communications. Journal of Abnormal and Social Psychology, 1960, 60, 37-43.

Bernhardson, C. S. Dogmatism, defense mechanisms, and social desirability responding. Psychological Reports, 1967, 20, 511-513.

Bindrim, Paul. A report on a nude marathon. Psychotherapy: theory, research and practice, Fall, 1968, Vol. 5, No. 3, 180-188.

Bindrim, Paul. Nudity as a quick grab for intimacy in group therapy. Psychology Today, June, 1969, Vol. 3, No. 1

Blum, G. S. An experimental reunion of psychoanalytic theory with perceptual vigilance and defense. Journal of Abnormal and Social Psychology, 1954, 49, 94-98.

Boyd, H. S., and Sisney, V. V. Immediate self-image confrontation and changes in self-concept. Journal of Consulting Psychology, 1967, 31, 291-294.

Bradford, L. P., Gibb, J. R., and Benne, K. D. (Eds.). T-Group theory and laboratory method. New York: Wiley, 1964.

Bramel, Dana. In theories of cognitive consistency: A source-book (Eds. R. P. Abelson, Elliot Aronson, W. J. McGuire, T. M. Newcomb, M. J. Rosenberg, and P. H. Tannenbaum.) Chicago: Rand McNally & Co., 1968.

Brehm, J., and Cohen, A. Explorations in cognitive dissonance. New York: Wiley, 1962.

Brown, R. Social Psychology. Glencoe, Ill.: The Free Press, 1965.

Bush, Robert N. and Allen, Dwight W. "Micro-teaching: Controlled practice in the training of teachers." In James M. Cooper and Thomas Stroud (Eds.), Micro-teaching: a description. Stanford University, 1967.

Byrne, D., Blaylock, B. and Goldberg, J. Dogmatism and defense mechanisms. Psychological Reports, 1966, 18, 739-742.

Canter, Francis M. Motivation for self-confrontation in alcoholic patients. Psychotherapy: theory, research and practice, 1969, Vol. 6, No. 1, 21-23.

Carrere, J. Le Psychochoc cinematographique. Principes et technique. Application au traitement des malades convalescents de delirium tremens. Annales Medico-Psychologiques, 1954, 112, Vol. 2, 240-245.

Carrere, J. et al. De quelques resultats de psychochoc cinematographique dans la psychotherapie des delirium et sub-delirium tremens alcooliques. Annales Medico-Psychologiques, 1955, 113, Vol. 2, 46-51.

Carrere, J. Psychogenie de l'alcoolisme et attitude psycho-therapique. Annales Medico-Psychologiques, 1958, 116, Vol. 2, 481-495.

Claus, Karen E. Effects of modeling and feedback treatments on the development of teachers' questioning skills. Technical Report No. 6, Stanford, California: Stanford Center for Research and Development in Teaching, June, 1969. 55 pp.

Clothier, Grant. A theoretical basis for professional laboratory experiences in teacher education. Mid-continent Regional Educational Laboratory, 1966.

Cole, Charles A., Cunningham, Myron A., and Landsman, Theodore. To see one's self. Educational Screen and Audiovisual Guide, September, 1963, 504-505.

Collingwood, Thomas R. and Renz, Laurie. The effects of client confrontations upon levels of immediacy offered by high and low functioning counselors. Journal of Clinical Psychology, 1969, Vol. 25, No. 2, 224-226.

Combs, A. W. and Snygg, D. Individual behavior: A perceptual approach to behavior. Harper and Brothers, 1959.

Cooper, James M., and Stroud, Thomas. Micro-teaching: a description. Stanford University, 1967.

Cornelison, F. S. and Arsenian, J. A study of the responses of psychotic patients to photographic self-image experience. Psychiatric Quarterly, 1960, 34, 1-8.

Curl, David H. AV training. Training in Business and Industry, 1967, 4, (9, September), 14-16.

Fuller, F. F.; Peck, R. F.; Bown, O. H.; Menaker, S. L.; White, M. M.; and Veldman, D. J. Effects of Personalized Feedback During Teacher Preparation on Teacher Personality and Teaching Behavior. U. S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Final Report, 1969, Project No. 5-0311, Grant No. OE 3-10-032. Austin: The University of Texas, 1969.

Fuller, F. F. and Baker, H. P. Counseling teachers, using video feedback of their teaching behavior: A manual for counseling psychologists. Personal-Professional Development Systems Division, The Research and Development Center for Teacher Education, The University of Texas at Austin, 1970.

Fuller, F. F. Relevance for teacher education: A teacher concerns model. In Press.

Gagne, R. M., and Bolles, R. C. A review of factors in learning efficiency. In John P. DeCecco (Ed.): Human learning in the school. Holt, Rinehart and Winston, Inc., New York, 1963.

Geertsma, Robert H., and Reivich, Ronald S. Repetitive self-observation by videotape playback. Journal of Nervous and Mental Disease, 1965, Vol. 141, No. 1, 29-41.

Gergen, K. J. Effects of interaction goals and personality feedback. Journal of Personality and Social Psychology, 1965, 1 (5), 413-424.

Gibb, J. R. and Platts, Grace N. Role flexibility in group interaction. American Psychologist, 1950, 5, 491.

Goldstein, Arnold P., Heller, Kenneth, and Sechrest, Lee B. Psychotherapy and the psychology of behavior change. New York: Wiley, 1966.

Golembiewski, Robert R., and Blumberg, Arthur. Confrontation as a training design in complex organizations: Attitudinal changes in a diversified population of managers. Journal of Applied Science, 1967, Vol. 3, No. 4, 525-555.

Griver, Jeanette A., Robinson, Margaret, and Cochran, B. B. Structured feedback: a motivational theory and technique for improving job performance and job attitudes. Symposium at American Psychological Association Convention, New York, 1966.

Hall, E. T. The silent language. New York: Doubleday, 1959.

Hallenbeck, P. N. and Lundstedt, S. Some relations between dogmatism, denial and repression. Journal of Social Psychology, 1966, 70, 53-58.

Halverson, C. F., and Shore, R. E. Self-disclosure and interpersonal functioning. Journal of Consulting and Clinical Psychology, 1969, Vol. 33, No. 2, 213-217.

Harvey, O. J., Hunt, D. E., and Schroder, H. M. Conceptual systems and personality organization. New York: Wiley, 1961.

Harway, N. I., Dittmann, A. T., Raush, H. L., Bordin, E. S., and Rigler, D. The measurement of depth of interpretation. Journal of Consulting Psychology, 1955, 19, 247-253.

Hough, John B., and Amidon, Edmund J. Behavior change in student teachers. Amidon, Edmund J., and Hough, John B. (Eds.) Interaction analysis: theory, research and applications. Reading, Mass: Addison-Wesley Publishing Co., 1967. pp. 307-314.

Huntley, W. Judgments of self based upon records of expressive behavior. Journal of Abnormal and Social Psychology, 1940, 35, 398-427.

Ivey, Allen E., Normington, Cheryl J., Miller, C. Dean, Morrill, Weston H., Haase, Richard F. Microcounseling and attending behavior: an approach to prepracticum counselor training. Journal of Counseling Psychology: Monograph Supplement, 1968, Vol. 15, No. 5, Part 2, 1-12.

Janis, I. L. and Feshback, S. Effects of fear-arousing communications. Journal of Abnormal and Social Psychology, 1953, 48, 78-92.

Janis, I. L. and Terwilliger, R. F. An experimental study of psychological resistances to fear arousing communications. Journal of Abnormal and Social Psychology, 1962, 65, 403-410.

Jensen, Paul H. A study of self evaluation applied to in-service education including an annotated bibliography. Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oregon, 1968.

Jourard, S. M., and Lasakow, P. Some factors in self-disclosure. Journal of Abnormal and Social Psychology, 1958, 56, 91-98.

Jourard, S. M. Self-disclosure and other cathexis. Journal of Abnormal and Social Psychology, 1959, 59, 428-431.

Jourard, S. M. and Landsman, M. J. Cognition, cathexis, and the "dyadic effect" in men's self-disclosing behavior. Merrill-Palmer Quarterly, 1960, 6, 178-186.

Kagan, Norman; Krathwohl, David R.; and Miller, Ralph. Stimulated recall in therapy using video tape: A case study. Journal of Counseling Psychology, 1963, Vol. 10, No. 3, 237-243.

Kagan, Norman; Krathwohl, David R.; Campbell, Robert; Goldberg, Alan; Hurley, Shirley; Pederson, Gordon; Schauble, Paul. Interpersonal Process Recall: A report to the profession. NDEA, Title VII. Grant Number OE 7-32-0410-270. Michigan State University, East Lansing, Michigan, 1967, 30 pages (mimeographed).

Kallenback, Warren. Microteaching as a teaching methodology. nd. 6 p. Paper presented at a conference on "Instructional Methods and Teacher Behavior", Berkeley, California, 1966.

Kaplan, M. F., and Singer, E. Dogmatism and sensory alienation: An empirical investigation. Journal of Consulting Psychology, 1963, 27 486-491.

Kolb, D. A.; Winter, S. K.; and Berlew, D. E. Self-directed change: Two studies. Journal of Applied Behavioral Science, 1968.

Krathwohl, David R., Bloom, Benjamin S., and Masia, Bertram B. Taxonomy of Educational Objectives - Handbook II: Educational Domain. David McKay Company, Inc. New York, 1968.

Lawrence, S. B. Video-tape and other therapeutic procedures with nude marathon groups. The American Psychologist, 24, 4, 1969.

Levy, L. H. Psychological interpretation. New York: Holt, Rinehart and Winston, 1963.

Logue, P. E., Zenner, M., and Cohman, G. Video-tape role playing in the job interview. Journal of Counseling Psychology, 1968, Vol. 15, No. 5, 436-438.

Machover, K. Drawing of the human figure: A method of personality investigation. In H. H. Anderson and G. L. Anderson (Eds.), An introduction to projective techniques. New York: Prentice-Hall, 1951, Pp. 341-369.

May, R. The meaning of anxiety. New York: Ronald Press, 1950.

McDonald, F. J.; Allen, D. W. and Orme, M. E. Effect of self-evaluation and social reinforcement on the acquisition of a teacher behavior. Paper presented at the American Educational Research Association Convention, February, 1966.

McDonald, Frederick J., Allen, Dwight W., Seidman, Earl. Televised models for teacher training. Stanford, California: Stanford University, School of Education, N.D., 16 pages (mimeographed).

Mead, G. H. Mind, self, and society. Chicago: University of Chicago, 1934.

Michigan State University. Behavioral science elementary teacher education program, Vol. 3, Final Report Project No. 89025, Contract No. OEC-0-8-089025-3314(010), pp. 115-143.

Miles, Matthew B. Learning to work in groups: a program guide for educational leaders. New York, Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia, 1959.

Miller, G., Galanter, E., and Pribram, K. H. Plans and the structure of behavior. New York: Holt, 1960.

Miller, Marvin F. Responses of psychiatric patients to their photographed images. Diseases of the Nervous System, 1962, 23, 296-298.

Montague, J. A. Spontaneous drawings of the human form in childhood schizophrenia. In H. H. Anderson and G. L. Anderson (Eds.), An introduction to projective techniques. New York: Prentice-Hall, 1951. Pp. 370-385.

Moore, F. J., Chernell, E., and West, M. J. Television as a therapeutic tool. Archives of General Psychiatry, 1965, 12, 217-220.

Moreno, J. L. Psychodrama and group psychotherapy. Sociometry, 1946, Vol. 9, No. 2-3, 249-253.

Muehlberg, Nancy; Pierce, R., and Drasgow, James. A factor analysis of therapeutically facilitative conditions. Journal of Clinical Psychology, 1969, 25, 93-95.

Murray, H. A. Studies of interpersonal disputation, American Psychologist, 1963, 18, 28-36.

Newlove, B. W. The 15-Minute Hour: An Early Teaching Experience. Report Series No. 23. Austin: Research and Development Center for Teacher Education, The University of Texas, September, 1969.

Nielsen, Gerhard. Studies in self confrontation. Howard Allen, Inc. Publishers, Cleveland, 1964.

Nunnally, J. C. and Bobren, A. M. Variables governing the willingness to receive communications on mental health. Journal of Personality, 1959, 27, 38-46.

Pribram, K. H. The new neurology and the biology of emotion. American Psychologist, 1967, 22, 830-838.

Raush, H. L., Sperber, Z., Rigler, D., Williams, J., Harway, N. I., Bordin, E. S., Dittmann, A. T., Hays, W. L. A dimensional analysis of depth of interpretation. Journal of Consulting Psychology, 1956, 20, 43-48.

Ricker, L. Use of audio-visual feedback in improving social skills of mentally retarded young adults. Paper read at American Psychological Association Convention, Philadelphia, August 31, 1963. Cf. American Psychologist, 1963, 18, 404.

Robinson, Margaret B. Effects of video-tape feedback versus discussion session feedback on group interaction, self-awareness and behavioral change among group psychotherapy participants. Unpublished doctoral dissertation. University of Southern California, 1968.

Rogers, Arthur R. Videotape feedback in group psychotherapy. Psychotherapy: Theory, research and practice, 1968, Vol. 5, No. 1, 37-39.

Rogers, C. Client-centered therapy. Boston: Houghton Mifflin Company, 1951.

Rogers, C. R. The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology, 1957, 21, 95-103.

Rogers, C. R. The characteristics of a helping relationship. In M. I. Stein (Ed.) Contemporary psychotherapies. New York: Free Press, 1961, pp. 95-112.

Rokeach, M. The open and closed mind. New York: Basic Books, 1960.

Rokeach, M. Reyher, J., and Wiseman, R. An experimental analysis of the organization of belief systems. In M. Rokeach, Beliefs, attitudes and values. San Francisco: Jossey-Bass, 1968.

Roush, Robert E. Changing teacher behavior and videotape feedback. SRIS Quarterly, Summer, 1969.

Schein, E. H. and Bennis, W. G. Personal and organizational change through group methods. New York: Wiley, 1965.

Schiff, S. B., and Reivich, R. S. Use of television as an aid to psychotherapy supervision. Archives of General Psychiatry, 12: 217-220, 1965.

Schueler, Herbert, and Gold, Milton J. Video recordings of student teachers - A report of the Hunter College research project evaluating the use of kinescopes in preparing student teachers. Journal of Teacher Education, 1964, 15, 358-364.

Schumacher, A. S., Wright, J. M., and Wiesen, A. E. The self as a source of anxiety. Journal of Consulting and Clinical Psychology, 1968, Vol. 32, No. 1, 30-34.

Sigall, Harold, and Helmreich, Robert. Opinion change as a function of stress and communicator credibility. Journal of Experimental Social Psychology, 1969, 5, 70-78.

Skinner, B. F. The behavior of organisms. New York: Appleton-Century-Crofts, 1938.

Smith, Hope M. and Clifton, Marguerite A. The viewing of oneself performing selected motor skills in motion pictures and its effect upon the expressed concept of self in movement. USOE Grant No. 704105, Title VII Project, No. 486, University Microfilms Publication No. 63-2863. Los Angeles: University of California, August, 1961, 20 p. (mimeographed).

Speisman, J. C. Depth of interpretation and verbal resistance in psychotherapy. Journal of Consulting Psychology, 1959, 23, 93-99.

Spilken, Aron Z., Jacobs, Martin A., Muller, James J. and Knitzer, Jane. Personality characteristics of therapists: description of relevant variables and examination of conscious preferences. Journal of Consulting and Clinical Psychology, 1969, 33, 317-326.

Spitzer, R. S., Jackson, D. D., and Satir, Virginia M. Resource paper: A technique for training in conjoint family psychotherapy. American Psychiatric Association Meeting, Los Angeles, 1964.

Staines, Graham L. A comparison of approaches to therapeutic communications. Journal of Counseling Psychology, 1969, Vol. 16, No. 5, 405-414.

Stoller, F. Focused feedback with videotape: extending the group's functions. In Gazda, G. M. (Ed.) Basic innovations in group psychotherapy and counseling. Springfield, Ill.: Charles C. Thomas. 1968.

Sullivan, H. S. The psychiatric interview. New York: Norton, 1954.

Swenson, C. H., Jr., Empirical evaluations of human figure drawings. Psychological Bulletin, 1957, 54, 431-477.

Thoreson, C. E. Video in the college classroom: An exploratory study. Personnel and Guidance Journal, 1966, 45, (October), 144-149.

Tintera, J. B. Analysis of methods in which application of new communications media may improve teacher preparation in language, science and mathematics. USOE Title VII, Project No. 008E, University Microfilms Publication No. 64-4837. Detroit: Wayne State University, n.d., 108.

Tosi, D. J., Fagan, T. K., and Frumkin, R. M. Extreme levels of dogmatism and perceived threat under conditions of group personality testing. Psychological Reports, 1968, 22, 638. (a)

Tosi, D. J., Fagan, T. K., and Frumkin, R. M. Relations of levels of dogmatism and perceived threat under conditions of group personality testing. Perceptual and Motor Skills, 1968, 26, 481-482. (b)

Truax, C. B. Effective ingredients in psychotherapy. Journal of Counseling Psychology, 1963, 10, 256-263.

Truax, C. B. and Carkhuff, R. F. Experimental manipulation of therapeutic conditions. Journal of Consulting Psychology, 1965, 29, 119-124.

Truax, C. B. Reinforcement and nonreinforcement in Rogerian psychotherapy. Journal of Abnormal Psychology, 1966, 71, 1-9. (a)

Truax, C. B. Some implications of behavior therapy for psychotherapy. Journal of Counseling Psychology, 1966, 13, 160-170. (b).

Truax, Charles B., Schuldt, W. John, and Wargo, Donald G. Self-ideal concept congruence and improvement in group psychotherapy. Journal of Consulting and Clinical Psychology, 1968, Vol. 32, No. 1. 47-53.

Vacchiano, Ralph B., Strauss, Paul S., and Hochman, Leonard. The open and closed mind: a review of dogmatism. Psychological Bulletin, 1969, Vol. 71, No. 4, 261-273.

van der Keen, Ferdinand. Basic elements in the process of psychotherapy: A research study. Journal of Counseling Psychology, 1967, Vol. 31, No. 3, 291-294.

Wahlberg, Herbert J. Changes in the self concept during teacher training. Psychology in the Schools, 1967, Vol. 4, No. 1, 14-21.

Walz, G. R. and Johnston, J. A. Counselors look at themselves on video tape. Journal of Counseling Psychology, 1963, 10, (3), 232-236.

Ward, W. D., and Bendak, S. The response of psychiatric patients to photographic self-image experience. Newsletter for research in psychology. Veterans Administration, 1964, 6(4), 29-30.

White, B. J., Alter, R. D. and Rardin, M. Authoritarianism, dogmatism, and usage of conceptual categories. Journal of Personality and Social Psychology, 1965, 2, 293-295.

White, B. J. and Alter, R. D. Dogmatism and examination performance. Journal of Educational Psychology, 1967, 58, 285-289.

Winter, Sara K., Griffith, Jeffery C. and Kolb, David A. Capacity for self-direction. Journal of Consulting and Clinical Psychology, 1968, Vol. 32, No. 1, 35-41.

Wolff, W. Diagrams of the unconscious. New York: Grune and Stratton, 1948. Pp. 177-184.

Woody, Robert H. and Schauble, Paul G. Videotaped vicarious desensitization. Journal of Nervous and Mental Disease, 1969, 148, 281-286.

Zimbardo, P. G. The cognitive control of motivation. Scott, Foresman and Company, 1969.

Young, David B. The effectiveness of self instruction in teacher education using modelling and video-tape feedback. Paper presented at the American Educational Research Association, 1968.

ADDENDUM

Abell, R. G "A New Technique for Facilitating Insight into Dissociated Material." Science and Psychonalysis 6: 247-254; 1963.

Adair, Charles H. and Kyle, Allan R. "Effects of Feedback on Teacher Behavior. An Exploration into the Use of Videotaping in Teacher Education Programs." Atlanta, Ga.: Southeastern Education Laboratory, 1969. Eric No. ED 035 592.

Albrecht, I. D."Counseling and Self-Ideal Discrepancy: Effects of Counseling, Filmed Behavior Feedback, and the Teaching Situation on Self and Ideal-Self Discrepancies of Prospective Teachers." Unpublished Master's Thesis. The University of Texas at Austin, 1968.

Alger, Ian. "Audio-Visual Feedback and Therapeutic Change." Professional School Psychology: III (Edited by M. G. Gottsegen and G. B. Gottsegen.) (See 44.2): 302-17.

Alger, Ian and Hogan, Peter. "Enduring Effects of Videotape Playback Experience on Family and Marital Relationships." American Journal of Orthopsychiatry 39(1): 86-94; 1969.

Alger, I. and Hogan, P. "The Use of Videotape Recordings in Conjoint Marital Therapy in Private Practice." Paper presented to the annual meeting of the American Psychiatric Association, Atlantic City, May 1966.

Alger, I. and Hogan P. "Videotape: Its Use and Significance in Psychotherapy." Paper presented before the Soceity of Medical Psychoanalysts at the New York Academy of Medicine, September 1966.

"An Annotated Bibliography on the Use of Video tape in Schools." South Paris, Maine: Oxford Hills High School, 1970. Eric No. ED 041447.

"An Experimental Study of the Clinical Acquisition of Behavioral Principles by Videotape Self-Confrontation. Final Report." Denver University, Colorado, 1969. Eric No. ED 034 366.

Armstrong, R C. "Playback Technique in Group Psychotherapy." Psychiatric Quarterly Supplement 38(2): 247-252; 1964.

Bailey, Ken. G. and Sowder, W. Thomas, Jr. "Audiotape and Videotape Self-Confrontation in Psychotherapy." Psychological Bulletin 74(2): 127-137; 1970.

Barcai, A. "'But Who Listens'--Therapeutic Values of Replayed Tape Recorded Interviews." American Journal of Psychotherapy 22(2): 286-295; 1967.

Barnhart, Sara A. "The Effects of the Locus of an Ideal Behavioral Model and Video-Tape Self-Confrontation Upon Self-Concept and Group Behavior." Dissertation Abstracts International, 1971 (April), Vol. 31(10-A), p. 5552.

Bedics, Richard A. and Webb, Jeannne N. "Measuring the Self-Evaluation of Teaching Behavior Through the Use of Video Tape." 1971. Eric No. ED 051 079.

Beiser, H. R. "Self-Listening During Supervision of Psychotherapy." Archives of General Psychiatry 15: 135-139; 1966.

Benchoter, B.; Eaton, M. and Smith, P. "Use of Videotape to Provide Individual Instruction in Techniques of Psychotherapy." Journal of Medical Education 40: 1159-1161; 1965.

Berger, Milton M. "Integrating Video Into Private Psychiatric Practice." Voices: The Art and Science of Psychotherapy 5(4): 78-85; 1969-1970 (Win.)

Berger, M. M. (Ed.) Videotape Techniques in Psychiatric Training and Treatment. New York: Brunner/Mazel Publishers, 1970.

Bergin, A. E. "Some Applications of Psychotherapy Research for the Therapeutic Practice." Journal of Abnormal Psychology 71: 235-246; 1966.

Berman, Alan L. "The Effects of Videotape Self-Confrontation on Level of Ego Functioning and Thought Disturbance in Non-Paranoid, Process Schizophrenics." Dissertation Abstracts International, 1970 (November), Vol. 31(5-B), p. 2976.

Berner, P.; Grünberger, J. and Stuga, W. "Der Videocorder als Therapeutischer Behelf: Eine Verhaltenstherageutische Technik Bei Strafgefangenen." (The Videocorder as a Therapeutic and a Behavior Therapy Technique for Crinimals") Zeitschrift fur Psychotherapie and Medizinische Psychologie 21(1): 21-27; 1971.

Bierer, J. and Strom-Olsen, R. "The Recording of Psychotherapeutic Sessions, Its Value in Teaching, Research, and Treatment." The Lancet 254: 957-958; 1948.

Bloom, B. S. "The Thought Processes of Students in Discussion." Accent on Teaching. (Edited by Sidney French.) New York: Harper, 1954.

Blount, H Parker and Pedersen, Darhl M. "Effects of Video Playback of a Person on His Self-Concept." Psychological Reports 26(2): 667-670; 1970.

Bondi, Joseph C., Jr. "The Effects of Interaction Analysis Feedback on the Verbal Behavior of Student Teachers." Dissertation Abstracts International, 1969, Vol. 30(1-A), p. 184.

Borg, Walter R.; Kallenbach, Warren; Morris, Merva and Friebel, Allen. "Videotape Feedback and Microteaching in a Teacher Training Model." Journal of Experimental Education 37(4): 9-16; 1971.

Boyd, H. and Sisney, V. "Immediate Self-Image Confrontation and Changes in Self-Concept." Journal of Consulting Psychology 31: 291-296; 1967.

Braucht, G. Nicholas. "Immediate Effects of Self-Confrontation on the Self-Concept." Journal of Consulting and Clinical Psychology 35(1, Pt. 1): 95-101; 1970.

Breen, Myles P. and Diehl, Roderick. "Effect of Videotape Playback and Teacher Comment on Anxiety During Subsequent Task Performance." Paper presented at Annual Meeting of the Department of Audio-Visual Instruction, National Education Association, Detroit, Michigan, April 27-May 1, 1970. Eric No. 042 333

Brophy, J. W. "V.T.R. Integral to Classroom Instruction." Audiovisual Instruction 16: 36; 1971.

Butts, David. Personal Communication, 1972.

Carrère, M J. "Le Psychocho Cinematographique: Principles et Technique. Application au Traitment des Malades Convalescents de Delirium Tremens." Annales Médico-Psychologiques 112: 240-245; 1954.

Cartwright, D. W. Note on "Changes in Psychoneurotic Patients With and Without Psychotherapy." Journal of Consulting Psychology 20: 403-404; 1956.

Cerra, Patrick F. "The Effects of T-Group Training and Group Video Recall Procedures on Affective Sensitivity, Openmindedness and Self-Perception Change in Counselors." Bloomington: Indiana University, 1969. Eric No. 037 668

Cooper, James M. and Others. "Micro teaching: Selected Papers." Sept 1971. Eric No. 055 960.

Cooper, Walter E. "Videotape Replay Feedback in Learning Selected Gross Motor Skills." Dissertation Abstracts International, 1970, Vol. 30 (9-A), pp. 3775-3776.

Cornelison, F S. and Arsenian, J. "A Study of Psychotic Patients' Reactions to Photographic Self-Image Experiences." Psychiatric Quarterly 34: 1-8; 1960.

Cortes, Beverly C. K. "A Comparative Study of Audio and Video Taping Techniques as Teaching Tools for Self Discovery in the Basic Speech Course (Voice and Diction)." 1969. Eric No. 044 405.

Cotrell, Calvin J., Ed. and Bice, Gary R., Ed. "Annual National Vocational-Technical Teacher Education Seminar Proceedings: Micro-Teaching and Video Recording (3rd, Miami Beach, Fla., Oct. 20-23, 1969. Final Report. Leadership Series No. 25." Ohio State University, Columbus. Center for Vocational and Technical Education. January 1970. Eric No. ED 037 550

Cotrell, Calvin J. and Doty, Charles R. "An Analysis of Face-to- Face, Video, and Remote Audio Feedback Techniques. Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase I, Final Report." Ohio State University, Columbus. Center for Vocational and Technical Education. June, 1971. Eric. No. ED 052 325.

Danet, Burton N. "Impact of Audio-Visual Feedback on Groups Psychotherapy." Journal of Consulting and Clinical Psychology 33(5): 632; 1969.

Danet, Burton N. "Self-Confrontation in Psychotherapy Reviewed." American Journal of Psychotherapy 22(2): 245-258; 1968.

Danet, Burton N. "Videotape Playback as a Therapeutic Device in Group Psychotherapy." International Journal of Group Psychotherapy 19(4): 433-440; 1969.

Deihl, R and others. "Effects of Teacher Comment and Television Video Tape Playback on the Frequency of Nonfluency in Beginning Speech Students." The Speech Teacher 19: 185-189; 1970.

DeRoo, W. M. and Haroldson, H. L. "Increasing Workship Production Through Self Visualization on Videotape." Mental Retardation 9(4): 22-25; August 1971.

Dieker, Richard J. and Others. "Repeated Self-Viewings on Closed-Circuit Television as it Affects Changes in Students' Awareness of Themselves as Speakers. Final Report." Western Michigan University, Kalamazoo. September 30, 1968. Eric No. ED 031934.

Dillon, Peter C. and Others. "Brainstorming on a 'Hot' Problem: A Comparison of Individual and Group Results." Paper presented at Western Psychological Association meetings, San Francisco, California, April 21-24, 1971. Eric No. ED 054 496.

Dracoulides, N. "The Use of the Tape Recorder in Psychotherapy." Psychotherapy and Psychosomatics 13: 466-476; 1965.

Eder, Michael D. "A Study of the Effectiveness of the Videotape Recorder With and Without Modeling in the In-Service Training of Teachers." Maryland University, College Park. College of Education, 1971. Eric No. ED 053 547.

Edwards, William R. "The Use of Focused Audio Feedback in Group Counseling With Adolescent Boys." Dissertation Abstracts International, 1970 (June), Vol. 30(12-A), p. 5232.

Elbert, Weldon E. "Changes in Self-Concept, Self-Actualization, and Interpersonal Relations as a Result of Video Feedback in Sensitivity Training." Dissertation Abstracts International, 1970 (June), Vol. 30 (12-A), p. 5233.

Fadale, Vincent E. "An Experimental Study of the Effects of Videotape Feedback in a Basic Encounter Group." Dissertation Abstracts International, 1970 (June), Vol. 30(12-A), pp. 5234-5235.

Farber, D. T "Written Communication in Psychotherapy." Psychiatry 16: 365-374; 1953.

Frankel, J. "Effects of Videotape Modeling and Self Confrontation Techniques on Micro Counseling Behavior." Journal of Counseling Psychology 18: 465-471; 1971.

Frankel, Mark. "Effects of Videotape Modeling and Self Confrontation Techniques on Microcounseling Behavior." Journal of Counseling Psychology 18(5): 465-471; 1971.

Fuller, F.F.; Peck. R. F.; Bown, O.H.; Menaker, S.L.; White, M. M.; and Veldman, D. J. "Effects of Personalized Feedback During Teacher Preparation on Teacher Personality and Teaching Behavior." Report Series No. 4. Austin, Texas: The Research and Development Center for Teacher Education, The University of Texas at Austin, 1967.

Fuller, F. F. and Veldman, D. J. "Influence of Tape Recordings and Related Feedback on Prospective Teachers' Self Evaluations of Their Teaching Performance." Alberta Journal of Educational Research XII(4): 301-307; Dec. 1966.

Gall, Meredith D. and Others. "Improving Teachers' Mathematics Tutoring Skills Through Microteaching: A Comparison of Videotape and Audiotape Feedback." Far West Lab. for Educational Research and Development Berkeley, California.; Westinghouse Learning Corp., New York, N.Y. Feb. 1971. Eric No. ED 049 034.

Garfield, S. L. "Research on Client Variable in Psychotherapy." In Bergin, A. L. and Garfield, S. L. (Eds). Handbook of Psychotherapy and Behavior Change. New York: John Wiley and Son, 1971. pp. 271-298.

Geocaris, K. "The Patient as a Listener." Archives of General Psychiatry 2: 81-88; 1960.

Goldman, Bert A. "Effect of Classroom Experience and Video Tape Self-Observation Upon Undergraduate Attitudes Toward Self and Toward Teaching." American Psychological Association, Washington, D. C. 1969. Eric No. ED 038 359.

Goldstein, A.P.; Heller, K.; and Sechrest, L. B. Psychotherapy and the Psychology of Behavior Change. New York: John Wiley and Sons, 1966.

Golner, J. H.; Geddes, H. M. and Arsenian, J. "Notes on the Use of Recorded Minutes in Group Therapy with Chronic Psychotic Patients." Psychiatric Quarterly 33: 312-325; 1959.

Hawkins, Robert and Engbretson, Robert. "An Experimental Study of the Effectiveness of the Use of Video-Playbacks in Teaching the Undergraduate Basic Speech Course to Under-Achieving, Culturally and Socially Disadvantaged College Youth." 1967. Eric No. ED 033 160.

Hedges, Lowell. "The Feasibility of Using Videotape Techniques in Pre-Service Teacher Education in Agriculture." Dissertation Abstracts International. 1970 (October), Vol. 31(4-A), p. 1664.

Hoops, D. M. "Have You Seen Yourself Teach Lately?" Exceptional Children 36(5): 358-359; January 1970.

Hoops, M. Dean. "A Study of the Effects of Video-Tape Feedback Upon the Verbal Behavior of Teachers in Classes for the Mentally Handicapped." Dissertation Abstracts International, 1970 (August), Vol. 31(2-A), p. 663.

Hum, Sterling P. "An Investigation of the Use of Focused Video Tape Feedback in High School Group Counseling." Dissertation Abstracts, 1969, 29(12-A), p. 4284.

Hurley, Shirley. Michigan State University. Cited in Danet, 1968.

Kagan, N "Multimedia in Guidance and Counseling." Personnel and Guidance Journal 49: 197-204; 1970.

Kalick, P.M. New Directions in Teacher Training and Placement." Journal of Teacher Education 22: 261-64; 1971.

Karasar, Niyazi. "Impact of Video Feedback on Teachers' Eye-Contact Mannerisms in Microteaching." 1970. Eric No. ED 038 526.

Kidorf, I. W. "A Note on the Use of Tape Recording During the Therapy Session." International Journal of Group Psychotherapy 13(2): 211-213; 1963.

Koran, J J "Comparison of the Effects of Observational Learning and Self-Rating on the Acquisition and Retention of a Questioning Behavior by Elementary Science Teacher Trainees." Science Education 54: 385-389; 1970.

Kosier, Kenneth P. "Effects on Task-Oriented Behavior of Teacher Inservice, Charted and Video-Taped Feedback, and Individual Consultation." Dissertation Abstracts International, 1971 (May), Vol. 31(11-A), p. 5850.

Leonard, B. C.; Gies, F. J. and Paden, J. I. "The Effect of Selected Media Feedback Upon the Interactive Behavior of Student Teachers." Journal of Educational Research 64: 478-480; 1971.

Loper, Marvin D. "Videotaped Feedback and Changes in Self-Concept During and After Sensitivity Training." Dissertation Abstracts International, 1971 (February), Vol 31(8-A), pp. 3713.

Lynch, Helen C. "Handbook for Classroom Videotape Recording." 1969. Eric No. ED 032 764.

Macnamara, Patricia E. "Feedback of Information and Evaluation of Own Interpersonal Performance." Dissertation Abstracts International, 1969, Vol. 30(1-B), p. 386.

Markey, M. J.; Fredrickson, R. H.; Johnson, R. W.; and Julius, M. A. "Influence of Playback Techniques on Counselor Performance." Counselor Education and Supervision 9 (3): 178-181; Spring 1970.

Marshall, Nancy R. and Hegrenes, Jack R. "The Application of Video Tape Replay in Academic and Clinic Settings." Mental Retardation 8(6): 17-19; December 1970.

Martin, R.D "Videotape Self-Confrontation in Human Relations Training." Journal of Counseling Psychology 18: 341-347; 1971.

McCroskey, J.C. and Lashbrook, W.B. "Effect of Various Methods of Employing Videotaped Television Playback in a Course in Public Speaking." The Speech Teacher 19: 199-205; 1970.

McDonald, F. J. and Allen, D. W. "Training Effects of Feedback and Modeling Procedures on Teaching Performance." Technical Report No. 3. Standford Center for R&D in Teaching. Stanford, Calif.: Stanford University School of Education, 1967.

Miller, David. "The Effects of Immediate and Delayed Audiotape and Videotape Playback of Group Counseling." Dissertation Abstracts International, 1970 (February), Vol. 30(8-B), 38-72.

Miller, M F. "Responses of Psychiatric Patients to their Photographic Images." Diseases of the Nervous System 23: 296-298; 1962.

Mulac, Anthony J. "An Experimental Study of the Relative Pedagogical Effectiveness of Videotape and Audiotape Playback of Student Speeches for Self-Analysis in a Basic Speech Course. Final Report." Eastern Michigan University, 1968. Eric No. 032 760.

Myers, Gail E.; Myers, Michele T.; Goldberg, Alvin and Welch, Charles E. "Effect of Feedback on Interpersonal Sensitivity in Laboratory Training Groups." Journal of Applied Behavioral Science 5(2): 175-185; 1969.

Nimnicht, Glen and Wilson, Dee. "A Preliminary Report on an Experimental Training Program for Head Start Teachers and Assistants." Far West Lab. for Educational Research and Development, Berkeley, California; March 1969. Eric No. ED 055 034.

Paredes, A.; Gottheil, E.; Tausig, T.N. and Cornelison, F. S. "Behavioral Changes as a Function of Repeated Self-Observation." Journal of Nervous Mental Disease 148: 287-299; 1969.

Paul, N. L. "Effects of Playback on Family Members of Their Once Previously Recorded Conjoint Therapy Material." Psychiatric Research Reports of American Psychiatric Association 20: 176-187; 1966.

Paul, N. L. "Self- and Cross-Confrontation Techniques Via Audiotape and Videotape Recordings in Conjoint Marital and Family Therapy." Psychiatric Spectator 5(3): 7-10; 1968.

Perlberg, A. "Videotaping and Microteaching Techniques to Improve Engineering Instruction." Journal of Engineering Education 60(7): 741-744; March 1970.

Pinney, E. L. "The Use of Recorded Minutes of Group Meetings in Group Psychotherapy: A Preliminary Report on a New Technique." Psychiatric Quarterly Supplement 29: 1-8: 1955.

Pinney, E. L. "The Use of Recorded Minutes in Group Psychotherapy: The Development of a 'Readback' Technique." Psychiatric Quarterly Supplement 37(2): 263-269; 1963.

Poling, E. G. "Videotape Recordings in Counseling Practicum." Counselor Education and Supervision 8: 33-38; 1968.

Poling, E. G."Videotape Recordings in Counseling Practicum." Counselor Education and Supervision 7: 348-356; 1968.

Robinson, Margaret (Carmillo State Hospital, California) mentioned by Stoller in Psychology Today 1 (70): 28-33; 1967.

Robinson, Margot and Jacobs, Alfred. "Focused Video-Tape Feedback and Behavior Change in Group Psychotherapy." Psychotherapy: Theory, Research and Practice 7(3): 169-172; 1970.

Roush, Robert E., Jr. "A Study of Change in Selected Teacher Education Interns' Behavior Using Videotape Recordings." Dissertation Abstracts International, 1969, Vol. 30(2-A), pp. 607-608.

Roush, R. E. "Research Using the Videotape Recorder in Teacher Education." Educational Leadership 28: 849-853; 1971.

Salomon, Gavriel and McDonald, Frederick J. "Pretest and Posttest Reactions to Self-Viewing One's Teaching Performance on Video Tape." Journal of Educational Psychology 61(4, Pt.1): 280-286; 1970.

Sanford, Edward F. "An Acoustic Mirror in Psychotherapy." American Journal of Psychotherapy 23(4): 681-695; 1969.

Satir, V. Conjoint Family Therapy. Palo Alto, California: Science and Behavior Books, 1964.

Schauble, Paul G. "The Acceleration of Client Progress in Counseling and Psychotherapy Through Interpersonal Process Recall (IPR)." Dissertation Abstracts International, 1970 (November), Vol. 31(5-A), pp. 2117-2118.

Schindler, R. "The Development of Psychotherapy in Austria since 1945." Progress in Psychotherapy. (Edited by Frieda Fromm-Reichman and J. L. Moreno.) New York: Grune and Stratton, 1956.

Schloss, John J. "The Effect of Video and Audio Playback in Group Counseling on Personality Change." Dissertation Abstracts International, 1970, Vol. 30(8-A), p. 3285.

Schueler, H. and Fold, M. J. "Video Recordings of Student Teachers - A Report of the Hunger College Research Project Evaluating the Use of Kinescopes in Preparing Student Teachers." Journal of Teacher Education 15: 358-364; 1964.

Shapiro, Authur K."Placebo Effects in Medicine, Psychotherapy and Psychoanalysis." In Bergin, A. E. and Garfield, S. L. (Eds). Handbook of Psychotherapy and Behavior Change. New York: John Wiley and Sons, 1971. pp. 439-473.

Smith, Etoyal G. "A Comparison of Two Methods of Teaching Motor Skills to Trainable Retarded Children." Dissertation Abstracts International, 1970 (May), Vol. 30(11-A), p. 4817.

Smith, Osler P. "Changes in Self-Actualization and Self-Concept as a Result of the Use of Visual Feedback in Marathon Sensitivity Training." Dissertation Abstracts International, 1971 (January), Vol. 31(7-A), p. 3280.

Steward, M. S. and Steward, D. S. "Teacher, Teach Yourself." Audio-visual Instruction 15: 26-27; 1970.

Stoller, Frederick H. "Use of Video Tape (Focused Feedback) in Group Counseling and Group Therapy." Journal of Research and Development in Education 1(2): 30-44; 1968.

Stoller, F. H. "The Long Weekend." Psychology Today 1(7): 28-33; 1967.

Stone, J. "Patient Participation in Group Therapy Rehash." Journal of the Fort Logan Mental Health Center 1: 215-246; 1963.

Stroh, Thomas F. "The Uses of Video Tape in Training and Development." American Management Association, New York, New York; 1969. Eric No. ED 031 684.

Stroh, Thomas F. "Video Tape Feedback in the Development of Listening Skills by Industrial Salesmen." Columbia, University, New York, New York; 1968. Eric No. ED 035 833.

Truax, C. B. and Mitchell, K. M. "Research on Certain Therapist Interpersonal Skills in Relation to Process and Outcome." In Bergin, A. E. and Garfield, S. L. (Eds). Handbook of Psychotherapy and Behavior Change. New York: John Wiley and Sons, 1971. pp.299-344.

Waimon, M D. and Ramseyer, G.C. "Effects of Video Feedback on the Ability to Evaluate Teaching." Journal of Teacher Education 21: 92-95; Spring 1970.

Ward, W. D. and Bendlak, S. "The Response of Psychiatric Patients to Photographic Self-Image Experience." Newsletter for Research in Psychology (VA) 6(4): 29-30; 1964.

Weber, Russell J. "The Effects of Videotape Feedback on Interaction Behavior and Role Perception in Small Decisionmaking Groups." Dissertation Abstracts International, 1970 (October), Vol. 31(4-B), pp. 2332-2333.

Wolberg, L. R. The Technique of Psychotherapy. New York: Grune and Stratton, 1954.

Wolfe, David E. "Using the Videotape Recorder (VTR) in the Teacher Training Program." Hispania 54(1): 106-108; March 1971.

Wrenn, Jerry P. "Videotape Feedback as it Influences Elementary School Children in Their Ability to Perform a Motor Task." Dissertation Abstracts International, 1971 (February), Vol. 31(8-A), p. 3945.

Yenaurine, Gardner and Arbuckle, Dugald S. "Study of the Use of Videotape and Audiotape as Techniques in Counselor Education." Journal of Counseling Psychology 18(1): 1-6; 1971.